

Doctor of Philosophy Degree in
School Psychology
Department of Educational Psychology

*Student Progress/Evaluation,
Qualifying Examination, &
Admission to Candidacy
Handbook*

See the '*PhD in School Psychology Program Handbook*' for a description about how the specific content in the '*Student Progress/Evaluation, Qualifying Examination, & Admission to Candidacy Handbook*' fits in with the overall content, requirements, expectations, policies, and procedures of the Doctor of Philosophy in School Psychology program.

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Evaluation of Student Progress

At least annually, the PhD in School Psychology program evaluates students' academic progress, growth in professional knowledge and competencies, and professional characteristics. Evaluations include annual progress monitoring via the PhD in School Psychology Milestones form, as well as a review of the student's progress in Discipline-Specific Knowledge (DSK) and Profession-Wide Competencies (PWC).

Milestones Form

The purpose of the Milestones Agreement Form (see Appendix A) is to inform students about the academic milestones associated with the PhD in School Psychology program. The form also indicates when students are expected to complete these milestones, and students are expected to reach each milestone within the expected time period to be considered to be making satisfactory progress through the program. Upon entering the PhD in School Psychology program, students will be assigned a faculty advisor. Students must review the Milestones Agreement Form with their advisor – and sign the form, indicating that they have reviewed the form and are in agreement with the milestone requirements – by the end of the first semester in which they enter the program (i.e., the first fall semester in the PhD in School Psychology program). Students must send a signed copy of the form to the PhD in School Psychology Graduate Advisor of Record/Director of Clinical Training.

Thereafter, on an annual basis during each spring semester, students must update their progress on the program milestone requirements via the online portal maintained by UTSA. The student's assigned advisor will continually review the student's progress in the program via the updated online milestones form. If students fail to make adequate progress on their milestone requirements, the program will initiate the Fitness to Practice Policy (see the 'PhD in School Psychology Program Handbook 2026-2027' for further detail). Students may lose funding, be placed on academic probation, or be dismissed from the program due failure to progress through the program.

Discipline Specific Knowledge (DSK) Checklist

The APA Commission on Accreditation requires that all trainees develop certain Discipline-Specific Knowledge (DSK) as part of their preparation for practice in health service psychology, including school psychology. DSK serves as a cornerstone for the establishment of identity in and orientation to health services psychology. All programs must demonstrate that students develop DSK in the following areas:

- 1. History and Systems of Psychology**
- 2. Affective Aspects of Behavior**
- 3. Biological Aspects of Behavior**
- 4. Cognitive Aspects of Behavior**
- 5. Developmental Aspects of Behavior**
- 6. Social Aspects of Behavior**
- 7. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**
(including areas 2 – 6, above)
- 8. Research Methods**
- 9. Statistical Analysis**

10. Psychometrics

Throughout the program, students must demonstrate satisfactory progress in their DSK. Specific training elements/coursework for related knowledge are listed in Appendix B (Discipline-Specific Knowledge Checklist). Minimum levels of achievement for related training elements/coursework are also detailed in Appendix B. At the end of each semester in the program, students must update the DSK Checklist form, indicating which specific training elements/courses they completed and whether they met minimum levels of achievement. By the end of the program, students must have demonstrated minimum levels of achievement in all training elements/courses in each of the DSK areas.

Students will review their progress on the DSK Checklist form at least once per year with their assigned advisor and/or Graduate Advisor of Record (GAR). The advisor, or GAR, will report student progress to the PhD in School Psychology Graduate Program Committee. If students are not making satisfactory progress on the DSK Checklist form (i.e., if they have not achieved minimum levels of achievement in a training element/course that they attempted), the program will initiate the Fitness to Practice Policy (see the 'PhD in School Psychology Program Handbook' for further detail).

Note: The PhD in School Psychology program does not permit students to demonstrate the attainment of DSK through experiences that are not achieved at the graduate level (i.e., students are not permitted to demonstrate DSK through undergraduate coursework).

Profession-Wide Competencies (PWC) Checklist

The APA Commission on Accreditation requires that all trainees develop certain Profession-Wide Competencies (PWCs) as part of their preparation for practice in health service psychology, including school psychology. All programs must demonstrate that students develop competency in the following areas:

1. **Research**
2. **Ethical and Legal Standards**
3. **Individual and Cultural Diversity**
4. **Professional Values and Attitudes**
5. **Communication and Interpersonal Skills**
6. **Assessment**
7. **Intervention**
8. **Supervision**
9. **Consultation and Interprofessional/Interdisciplinary Skills**

Throughout the program, students must demonstrate satisfactory progress in these PWCs. Specific training elements/coursework that indicate competency are listed in Appendix C (Profession-Wide Competencies Checklist). Minimum levels of achievement for related training elements/coursework are also detailed in Appendix C. At the end of each semester in the program, students must update the Profession-Wide Competencies Checklist form, indicating which specific training elements/coursework they completed and whether they met minimum levels of achievement. By the end of the program, students must have demonstrated minimum levels of achievement in all training elements/coursework in each PWC area.

Students will review their progress on the PWC Checklist form at least once per year with their assigned advisor and/or Graduate Advisor of Record (GAR). The advisor, or GAR, will report student progress to the PhD in School Psychology Graduate Program Committee. If students are not making satisfactory progress on the Profession Wide Competencies Form, the program will initiate the Fitness to Practice Policy (see the 'PhD in School Psychology Program Handbook' for further detail).

Note: The PhD in School Psychology program does not permit students to demonstrate the attainment of PWCs through experiences that are not achieved at the graduate level (e.g., students are not permitted to demonstrate PWCs through undergraduate coursework).

Annual Evaluations – Self-Evaluation

Consistent with training standards, each student will be provided with written and oral feedback about activities the student has engaged over the previous academic year. To assist with this process, students will complete the Student Annual Self-Evaluation Form (see Appendix D). The self-evaluation form allows students to report professional accomplishments during the previous year, summarize their academic standing and highlight any specific academic performance challenges, complete self-ratings associated with Profession-Wide Competencies, and discuss a plan for continued academic progress and professional development/training. Students must complete the annual self-evaluation form by the end of each summer semester for each year for which they are enrolled in the program.

Annual Evaluations – Faculty Evaluation of Student

Consistent with training standards, each student will be provided with written and oral feedback about activities the student has engaged over the previous academic year. To assist with this process, students will complete the Student Annual Self-Evaluation Form (as previously described). For further evaluation, the student's advisor and other program faculty will review the student's self-evaluation and also complete a separate Annual Faculty Evaluation of Student Form (see Appendix E). Students will receive feedback on the faculty evaluation of the student during the following fall semester each year.

Student Record Retention Policies

In order to adequately monitor and evaluate student progress in the PhD in School Psychology program, relevant student records (e.g., milestones forms, annual evaluations, practicum supervisor evaluations, checklists of student progress on DSK and PWCs) will be systematically stored, organized, and shared using the secure, web-based SharePoint application. Under the direction of their assigned advisor and of the program Graduate Advisor of Record/Director of Clinical Training, students will be responsible for regularly updating and maintaining records of their progress. In accordance with UTSA policy, related records will be retained for a period of 5 years.

Degree Requirements

University-Wide Requirements

<https://catalog.utsa.edu/graduate/doctordaldegreeeregulations/degreeequirements/>

In order to receive a doctoral degree from UTSA, the following minimum requirements must be met:

1. The student must be admitted as a doctoral degree-seeking student for the degree sought.
2. The student must remove all conditions of admission, if any were assigned at the time of admission.
3. The student must maintain continuous enrollment in doctoral-level courses until time of graduation. Exceptions are made for students on an approved leave of absence.
4. ***Upon satisfying the admission to candidacy requirements (see below), the student must be approved for admission to candidacy by the Graduate Program Committee, academic College and the Dean of the Graduate School.***
5. Upon satisfying the Dissertation Committee requirements and upon recommendation of the Graduate Program Committee, the academic College, and the Graduate School, the Dissertation Committee is appointed.
6. The student must pass the final oral examination (defense of dissertation).
7. All completed coursework included in the final program of study must have been taken within the preceding eight years to include successful completion and defense of the dissertation.
8. The student must formally apply for the degree in the Office of the Registrar no later than the deadline for the semester in which they intend to graduate (for deadlines, see the online registration calendar).
9. The student must meet the grade-point-average requirement of 3.0 or higher (on a 4.0 scale) in all work counted as part of the degree program.
10. No courses in which grades of less than "C" (below 2.0 on a 4.0 scale) were earned may be applied to a doctoral degree.
11. To graduate, all doctoral students must have an overall grade point average of at least a 3.0 (on a 4.0 scale).
12. The majority of graduate coursework must be completed at UTSA.

Admission to Candidacy

University-Wide Requirements

<https://catalog.utsa.edu/graduate/doctoraldegreeeregulations/admissiontocandidacy/>

Students seeking a doctoral degree at UTSA must be admitted to candidacy. In order to be admitted to candidacy, the student must comply with the following requirements:

1. Fulfill the requirements for unconditional admission as a graduate degree-seeking student, which entails the removal of any conditions assigned at the time of admission.
2. Satisfy any special admission requirements established for the degree program.
3. ***Be in good standing.***
4. ***Pass a qualifying examination (written, oral, or both) prepared by the Graduate Program Committee and meet any other requirements specified by the Graduate Program Committee for the specific degree program.***
5. ***Submit a proposed program of study.***
6. Upon satisfying the above requirements, be recommended for admission to candidacy by the appropriate Graduate Program Committee, which in the case of interdisciplinary programs is a committee appointed by the Graduate School, consisting of no fewer than five members of the Graduate Faculty, with at least one representative from each of the disciplines included in the program.

7. Having satisfied the above requirements, be approved for admission to candidacy by the academic College and the Dean of the Graduate School.

Admission to candidacy represents the evaluation that a student is appropriately qualified to pursue original research in the form of the doctoral dissertation.

Qualifying Examination

Students in the PhD in School Psychology program typically complete the multi-faceted comprehensive qualifying examination process during the summer semester of their second year and the fall semester of their third year of their graduate studies. Students entering the program with an earned Master's or Specialist degree in school psychology for which they have received a transfer of credits (as described in the 'PhD in School Psychology Program Handbook') may choose to complete the qualifying exam process earlier upon consultation with their advisor.

The qualifying examination is intended to demonstrate the student's: (a) base of knowledge relating to professional psychology; (b) ability to critically review and integrate research literature; (c) ability to generate new research ideas that are situated in the broader literature; (d) ability to design a study based on their research ideas; (e) ability to demonstrate knowledge of appropriate methods that align with their research questions; and (f) ability to clearly present their research ideas and reason through and respond to related questions.

The qualifying examination for the PhD in School Psychology program consists of three requirements:

1. Successful completion (i.e., attaining a passing score) of the school psychology comprehensive practice-model examination.
2. Successful completion of the written exam. The written exam consists of an integrative analysis and interpretation of a particular body of empirical research, as well as a proposed research study that *may* serve as the foundation of the student's dissertation work.
3. Successful completion of the oral exam. The oral exam is a presentation of the integrative analysis/evaluation of the literature and the proposed research study that served as the basis for the written exam.

See the 'Qualifying Examination Process Timeline' form for the recommended activities, sequence, and timeline for completing all parts of the qualifying examination (Appendix F).

Qualifying Exam Committee Members and Advising

The Qualifying Exam Committee members (i.e., faculty responsible for evaluating the student's performance in all aspects of the qualifying examination process) include: (a) the Exam Committee Chair, who must be a core faculty member of the PhD in School Psychology program, and (b) two other Exam Committee members, who must also be core faculty members of the PhD in School Psychology program.

The school psychology program expects that a student's general program advisor will also be the student's Exam Committee Chair. If a student wants to have a different Exam Committee Chair, they must make a formal request to their general program advisor for a new Exam

Committee Chair no later than their 4th semester in the program (i.e., by the end of the spring semester in their second year in the program).

Core faculty members of the PhD in School Psychology program will meet every semester to assist with assigning all qualifying examination committee members. Decisions will be based on consideration of the match of faculty's expertise with the student's interests, student's preference for committee members, and faculty advising and service workload.

After a student has completed the qualifying examination process, all members of the Qualifying Exam Committee will vote on the recommendation to the Graduate School regarding the student's advancement to candidacy. Students admitted to candidacy may also apply for the interim MA in Applied Educational Psychology (if applicable) once they have also submitted a Program of Study. For further information about earning the MA in Applied School Psychology while enrolled in the PhD in School Psychology program, see the 'PhD in School Psychology Handbook.'

School Psychology Comprehensive Practice-Model Examination

Format

Students take the school psychology comprehensive practice-model examination after completing the majority (i.e., at least 60 credit hours) of program coursework and after students have completed six credit hours of EDP 6833 (School-Based Practicum). The comprehensive practice-model examination is a multiple-choice test designed to assess knowledge of the NASP practice mode/domains of practice. (There is some overlap between the NASP domains of practice and APA profession-wide competencies [see Appendix G for a summary]).

Evaluation of School Psychology Comprehensive Practice Examination

Students must get at least 70% of items correct to pass the school psychology comprehensive practice-model examination.

Note: Most students will take the school psychology comprehensive practice-model examination during the **summer semester – in July – of their second year in the program. The examination is administered in a proctored, 'in-person' format in a computer lab on campus.**

Written Examination

Format

The written examination consists of an integrative analysis and interpretation of a particular body of empirical research (i.e., an extended introduction and literature review that serves as a review and evaluation of theoretical, empirical, and methodological developments) and proposed research study (including proposed methods, appropriate analytic procedures, anticipated results, and implications) that *may* serve as the foundation of the student's dissertation work.

The written examination – consisting of two sections – should be concise (no more than 15 pages, excluding references), and written in language understandable to the average educated

layperson. The first section should provide background, problem statement(s), relevant theory, and purpose of the proposed research. The second section should address the proposed methodology for a related research study, including the number of subjects and data analysis strategy. Students may add a final section regarding expected results and/or importance of the research. The written examination should adhere to APA-style formatting.

Advising

The student's advisor is responsible for assisting the student with the basic tasks involved in preparing the written examination. This may include guidance and feedback on selecting a suitable topic, sampling the pertinent literature, analyzing issues and problems, and developing an appropriate research study derived from this knowledge base. However, the written examination document (i.e., integrative analysis of related literature and development of proposed research study) should be the student's own act. The advisor will not directly assist the student in writing the written examination, and the advisor will provide general – and not specific or detailed – support for the written examination. In addition, advisors agree to be available in the final two weeks before the written examination document is due to give final feedback if the student requests it.

Evaluation of Written Examination

Evaluation of the student's written examination will be based on:

- Demonstration of an adequate knowledge base related to the study topic
- Demonstration of the ability to integrate and synthesize appropriate research
- Methodological soundness of the proposed research design
- Understanding of likely outcomes of the proposed research study, which aligns with the proposed research design
- Ability to situate the proposed research study back into the broader context of the literature
- Overall clarity of the written examination

Members of the Qualifying Exam Committee will use the Qualifying Exam – Written Examination Evaluation Rubric (Appendix H) to rate the student's performance on the written exam and to provide feedback.

Note: Most students will complete the written examination during the fall semester of their third year in the program – **written exams must be submitted to all Qualifying Examination Committee members by November 1st at 5:00pm during the spring semester. Students will receive written feedback from committee members within two weeks of the submission.** Students that do not complete the written examination by the due date of the fall semester of their third year in the program may be delayed in starting dissertation work, which should start during the fall semester in the fourth year of the program.

Oral Examination

Format

The purpose of the oral exam is to assess the student's ability to clearly articulate and describe their proposed research study (developed as part of the written examination portion of the

qualifying examination process). Thus, the oral examination cannot be completed until the written examination has been completed.

Students must be able to defend their rationale for specific approaches in their proposed study, and they must also be prepared to answer questions related to topics covered in their coursework. The oral exam should take no longer than 1.0 hours total, including committee discussion. For the oral exam, students will prepare a 20-minute presentation highlighting their research proposal, including the literature review/introduction, proposed research methods, and discussion/implications. Committee members may ask questions during the presentation or after it is completed.

Evaluation of Oral Examination

Once the student's presentation is over, and once the student has responded to all questions from the committee, the committee members will meet in private (i.e., without the student present) to discuss the student's performance during the oral exam and to decide whether the student passed the oral exam. Evaluation of the student will be based on:

- Organization of the presentation
- Clear presentation of the content from the written exam
 - Integration and synthesis of related literature
 - Methodological soundness of proposed research design
- Student's response to questions and feedback during the oral exam pertaining to the proposed research study
- Student's response to questions during the oral exam pertaining to general, field-based issues and topics

Members of the Qualifying Exam Committee will use the 'Qualifying Exam – Oral Examination Evaluation Rubric' (Appendix I) to rate the student's performance on the oral exam and to provide feedback.

Note: Most students will complete the oral examination during the fall semester of their third year in the program. **Oral examinations must be held by December 15th during the fall semester. Students are responsible for scheduling their oral examination, and oral examinations must be completed in an 'in-person' format on campus.** Students that do not complete the written examination by the due date of the fall semester of their third year in the program may be delayed in starting dissertation work, which should start during the fall semester in the fourth year of the program.

Qualifying Examination Outcomes

Students must attain a passing score on the school psychology comprehensive practice-model examination before they are permitted to submit their written examination.

The Qualifying Exam Committee members will deliver a recommendation (i.e., *sufficient* or *insufficient*) within one week after that written examination has been submitted. If a majority of committee members rate the written exam as 'insufficient,' then the student fails this portion of the qualifying process and will not proceed to the oral examination. If a student passes the written examination, they are permitted to participate in the oral examination.

The Qualifying Exam Committee members will also deliver a recommendation (i.e., *sufficient* or *insufficient*) after the oral examination is completed after a brief period of private discussion among the Qualifying Exam Committee members. If a majority of committee members rate the oral exam as 'insufficient,' then the student fails this portion of the comprehensive qualifying examination process.

The evaluations and recommendation of the Qualifying Exam Committee members will be noted in the 'Qualifying Exam Committee Compiled Evaluations and Decision' form (Appendix J). Possible decisions resulting from the comprehensive qualifying examination process include:

- Recommendation for the student's admission to candidacy pending completion of all other requirements; OR
- Recommendation for the student's admission to candidacy pending completion of all other requirements *and* successful completion of additional conditions determined by the Qualifying Exam Committee; OR
- Recommendation for the student to not be admitted to candidacy and for the student to re-attempt the qualifying examination process at a future date; OR
- Recommendation for student's termination from the program with no opportunity to re-attempt the qualifying examination

Successful completion all aspects of the qualifying examination process will be acknowledged by the Qualifying Exam Committee via the 'Completion of Qualifying Exam' form, which will be submitted to the Graduate Advisor of Record/Director of Clinical Training, Department Chair, Associate Dean of the College, and Vice Provost and Dean of the Graduate School.

Generative AI Policy

The comprehensive qualifying examination process represents originality in research, independent thinking, and scholarly ability. *Furthermore, it is the responsibility of the Qualifying Exam Committee to review and evaluate the qualifying examination as a representation of a student's individual effort.* As such, the use of generative AI (e.g., ChatGPT) in the comprehensive qualifying examination process is considered unauthorized assistance – and academic dishonesty – by the faculty of the PhD in School Psychology program.

The use of generative AI for the qualifying examination is strictly prohibited. If students are found to have used generative AI in any part of the qualifying examination, the Qualifying Exam Committee Chair will make an Academic Dishonesty Referral to Student Conduct and Community Standards (<https://www.utsa.edu/students/conduct/>). Instances of academic dishonesty are taken seriously and are subject to disciplinary action (<https://www.utsa.edu/students/conduct/process/academic-dishonesty.html>). Disciplinary action may include, but is not limited to: failing grades for examinations/assignments, suspension from UTSA, permanent expulsion, denial of degree, and other sanction(s) as deemed appropriate (<https://catalog.utsa.edu/policies/administrativepoliciesandprocedures/studentcodeofconduct/>). Students that are found to have used generative AI in the qualifying examination will also be subject to the program Fitness to Practice process.

Program of Study

PhD in School Psychology students must develop a Program of Study in conjunction with their academic advisor and the PhD in School Psychology Graduate Advisor of Record/Director of

Clinical Training. The program of study details the coursework for the PhD in School Psychology program and indicates (a) when students completed each course (or intend to complete each course) and (b) students' performance (i.e., grade received) in each course. See Appendix K for the Program of study form for the PhD in School Psychology program. (*Students are subject to the requirements of the Graduate Catalog for the year in which they were admitted to the program; program requirements may change across time.*)

An Interim (i.e., Proposed) Program of Study form must be submitted and approved before a student can be admitted to candidacy. Students will visit with their program advisor and the Graduate Advisor of Records/Director of Clinical Training each semester to update their progress on their Program of Study. The final Program of Study form is completed in the final semester of the student's doctoral career by the student's advisor or department administrator.

Recommendations for Admission to Candidacy

A recommendation for admission to candidacy is contingent upon a student (a) demonstrating satisfactory scholarship to date, (b) satisfactorily completing the proposed Program of Study, and (c) successfully completing all requirements for the qualifying exam process. University requirements for admission to candidacy are noted at:

<https://catalog.utsa.edu/graduate/doctoraldegree/regulations/admissiontocandidacy/>

Upon satisfying all requirements, the student will be recommended for admission to candidacy by the PhD in School Psychology Graduate Programs Committee via the Application for Candidacy for the Doctoral Degree form, which will be submitted to the Graduate Advisor of Record/Director of Clinical Training, Department Chair, Associate Dean of the College, and Vice Provost and Dean of the Graduate School.

Admission to candidacy indicates that students can proceed to the program's doctoral dissertation stage. Thus, students will be able to – and required to – register for dissertation credits once they have been admitted to candidacy.

Graduate Assistantship Evaluation Process

Note. Policies and evaluations associated with graduate assistantships (as described in this section, in Appendix L, and in Appendix M) are not associated with the program's evaluation requirements or training standards of the APA Standards of Accreditation. Assistantship policies and evaluations only apply for students that have accepted graduate assistantship positions.

Some students may be admitted to the PhD in School Psychology program as 'funded' students, which means that students are offered a graduate assistantship. See <https://graduateschool.utsa.edu/tuition-funding/assistantships/> for a description of assistantships.

In summary, doctoral students must meet the following academic eligibility requirements to hold an assistantship: (a) must be in good academic standing, (b) must be making satisfactory progress towards a graduate degree and meeting all milestones, (c) must maintain a GPA of 3.0, and (d) must be continuously enrolled full-time (i.e., at least 9 hours in fall/spring semesters and at least 3 hours in summer semesters). Assistantships may be rescinded if students do not meet eligibility requirements.

Additionally, assistantships may be rescinded if students do not meet hours requirements or assistantship duties/responsibilities associated with each assistantship. Specific assistantship duties may vary as funding sources for assistantships vary, so students holding assistantships should be visiting regularly with their assistantship supervisor for clarification regarding assistantship duties.

For students in the PhD in School Psychology program, program faculty have developed and implemented a Research Assistant Evaluation Process. The evaluation process is essential for assessing student assistant performance, providing constructive feedback, and fostering professional development to promote effective assistantship performance and renewal of the assistantship position. Graduate assistants and assistantship supervisors should engage in the following assistantship evaluation activities:

1. **Goal Setting:** At the beginning of each evaluation period, assistantship supervisors collaborate with their student assistants to establish goals for that period.
2. **Regular Check-Ins:** Assistantship supervisors conduct regular check-ins with their assistants to discuss progress, address concerns, and provide feedback. These check-ins may occur weekly, bi-weekly, or monthly, depending on the nature and duration of the assistantship activities.
3. **Performance Metrics:** The research assistant's contributions to the assistantship are evaluated according to performance metrics, which may include assessment of professional behavior, the development of relevant skills, and adherence to assistantship timelines.
4. **Midterm Review:** A midterm review is conducted by assistantship supervisors for the purpose of assessing the assistant's progress toward goals, discussing any challenges with respect to completing assistantship duties/responsibilities, and discussing any necessary adjustments to the original assistantship plan. This review promotes ongoing communication and ensures that expectations are clear. Assistantship supervisors will communicate with the PhD in School Psychology Graduate Advisor of Record regarding the midterm review meeting, as needed.
5. **Final Evaluation:** At the end of the evaluation period, a comprehensive final evaluation takes place. Supervisors assess assistant's overall performance based on the established goals and performance metrics. This evaluation includes feedback on strengths, areas for improvement, and suggestions for future development. The evaluation will be shared directly with the student assistant.
 - See Appendix L for the Assistantship Supervisor Evaluation Form
6. **Student Response:** The student has 10 working days to provide a written response to the final evaluation. The response will be outlined according to the evaluation criteria. The response will also allow for student suggestions for improvement. This will be submitted to the primary assistantship supervisor.
 - See Appendix M for the Student Assistantship Evaluation - Response Form
7. **Feedback Session:** Assistantship supervisors schedule a feedback session within three weeks to discuss the final evaluation with the student assistant. This session provides an opportunity for open dialogue, clarification of feedback, and collaborative goal-setting for the next evaluation period. If faculty cannot meet with the student assistant, the

PhD in School Psychology Graduate Advisor of Record will do so.

Alumni Surveys

Graduates of the UTSA PhD in School Psychology Program are an excellent resource for feedback on the program training and for evaluation of short-term and long-term outcomes. Thus, to permit ongoing self-evaluation (i.e., evaluation of outcomes post-graduation) and to remain compliant with APA accreditation regulations that require evaluation of distal data, the program has developed two post-graduate alumni survey.

The first survey is intended to capture graduates' perceptions about how the program prepared them for profession-wide competencies, as well as graduates' success in employment and licensure. This survey (see Appendix N) is completed by alumni who are two years post-graduation. The second survey is intended to capture graduates' research/scholarly contributions and their perception about how the program prepared them for research/scholarly work, as well as graduates' success in employment and licensure. This survey (see Appendix O) is completed by alumni who are five years post-graduation.

Appendix A. Milestones Agreement Form

Program: DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY

Student Name: _____

Student Banner #: _____

This form is provided for the purpose of informing students about the academic milestones that they will be expected to reach in order to earn their Ph.D. degree as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising

Upon entering the Doctor of Philosophy in School Psychology program, all students will be assigned an advisor. The advisor will be a member of the Department of Educational Psychology.

Faculty advisors may be changed upon the approval of the student, new faculty advisor, and Graduate Program Chair. See the Student Development Specialist for additional information.

The Doctor of Philosophy in School Psychology has the support of a Student Development Specialist. The Student Development Specialist (SDS) assists students in understanding Departmental, College, and University resources available. Additionally, the SDS will assist students with registration questions, understanding doctoral paperwork, and informing students of University timelines.

Academic advising includes the following elements that are designed to ensure that students remain in good academic standing and make satisfactory progress through the program. Advisors are responsible for the following:

- Ensuring that annual reviews between student and advisor and/or supervising committee occur. The results of this review will be included in the program's annual Doctoral Progress Report that is submitted to the Graduate School.
- Providing suggestions on course selection
- Reviewing the student's Degree Plan to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements
- Providing the student with assistance in understanding the requirements for the successful completion of the dissertation
- Providing the student with assistance in assembling a dissertation committee
- Providing the student with experiences and information that will optimize the student's career opportunities and success

Requirements for all Students in the Doctor of Philosophy in School Psychology Program:

Milestone	Expected Time of Achievement
Review of student's progress with advisor. Advisor discusses with Doctoral Studies Program committee as needed.	<i>Annually</i>
Register for courses during the fall, spring, and summer semesters continuously for the duration of the program	<i>Annually</i>
Successful completion of qualifying exam	<i>By the end of the third year</i>
Coursework successfully completed	<i>By the end of the fourth year</i>
Dissertation Committee appointed and approved by Graduate School	<i>By the end of the third year</i>
Research protocols and/or IRB approval (<i>as applicable</i>)	<i>By the fourth year</i>
Dissertation proposal completed and approved	<i>By beginning of the fourth year</i>
Student applies for a doctoral internship in school psychology	<i>By the fourth year</i>
Student completes the doctoral internship in school psychology	<i>By the end of the fifth year</i>
Student admitted to doctoral candidacy	<i>By the beginning of the fourth year</i>
Dissertation completed, successfully defended, and approved by Committee	<i>By the fifth year</i>
Student completes and files all paperwork required for graduation	<i>By the fifth year</i>
Dissertation accepted by Graduate School	<i>By the fifth year</i>
Exit interview completed and submitted to SED	<i>Within a semester of graduation</i>

Degree Completion Checklist for Students

- Maintain active student status by registering for courses continuously every fall, spring, and summer semester for the duration of the program
- Complete *Milestones Agreement Form* with your advisor no later than the last class day of the Fall semester
- Complete all required coursework
- Schedule and successfully complete required qualifying exams
- Apply for Advancement to Candidacy
- Form your dissertation committee in consultation with your advisor and dissertation Chair
- Have your committee approved by program GSC and Graduate School
- Prepare and successfully present your dissertation proposal

- Apply for a doctoral internship in school psychology
- Complete the doctoral internship in school psychology
- Enroll in required dissertation hours and complete your dissertation
- Successfully complete your defense of your dissertation
- Submit required documentation to the Graduate School for completion and graduation

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the Ph.D. in School Psychology program, as well as the expected timeline for completing these milestones.

Student's Signature

Date

Advisor's Signature

Date

Appendix B. Discipline-Specific Knowledge (DSK) - Student Checklist

Discipline-specific knowledge (DSK) is evaluated via various methods, including course completion, completion of specific research-based assignments, and general program requirements that are not associated with a course. To demonstrate DSK and appropriate progress in the program, students must complete each outcome for each DSK area as indicated in this checklist. Students are responsible for regularly updating the outcomes they have achieved and for discussing their progress with their advisor and/or Graduate Advisor of Record on at least an annual basis.

Note: Students that do not meet minimum levels of achievement for each outcome listed below will be required to re-do the outcome activity/task until performance is considered satisfactory by program faculty.

I. History and Systems of Psychology – Outcomes:
○ EDP 7033 (History and Systems) course passed ○ Semester completed: _____
○ Students write a ‘Research Interest/Reflection Paper’ that integrates a personal interest within the history of psychology, which is completed in EDP 7033 ○ Semester completed: _____
II. Affective Aspects of Behavior – Outcomes:
○ ‘Affective Aspects of Behavior Exam’ from EDP 6973 (Special Issues – Affective and Social Bases of Behavior) – this is a comprehensive exam focused exclusively on content related to affective aspects ○ Semester completed: _____
○ ‘Affective Aspects Case Study’ paper from EDP 6973 (Special Issues – Affective and Social Bases of Behavior), which requires student to demonstrate related knowledge by reviewing a clinical case study ○ Semester completed: _____
III. Biological Aspects of Behavior
○ PSY 7103 (Advanced Topics in Biopsychology) – OR – EDP 7783 (Special Topics – Pediatric Biobehavioral Health Perspectives) course passed ○ Semester completed: _____
○ EDP 6703 (Clinical Neuropsychology) course passed ○ Semester completed: _____
○ ‘Biological Aspects Case Study’ paper from EDP 7783 (Special Topics – Pediatric and Biobehavioral Health Perspectives), which requires student to demonstrate related knowledge by reviewing a clinical case study

○ Semester completed: _____
IV. Cognitive Aspects of Behavior
○ EDP 6703 (Clinical Neuropsychology) course passed ○ Semester completed: _____
○ EDP 6243 (Cognitive Assessment and Intervention) course passed ○ Semester completed: _____
○ 'Cognitive Aspects Case Study' paper from EDP 7833 (Advanced Practicum), which requires student to demonstrate related knowledge by reviewing a clinical case study ○ Semester completed: _____
○ 'Cognitive Aspects of Behavior Exam' from EDP 7833 (Advanced Practicum) – this is a comprehensive exam focused exclusively on content related to cognitive aspects ○ Semester completed: _____
V. Developmental Aspects of Behavior
○ EDP 5033 (Human Development Across the Lifespan) course passed ○ Semester completed: _____
○ 'Developmental Aspects Case Study' paper from EDP 6643 (Child and Adolescent Psychopathology), which requires student to demonstrate related knowledge by reviewing a clinical case study ○ Semester completed: _____
VI. Social Aspects of Behavior
○ PSY 7123 (Advanced Topics in Applied Social Psychology) course passed - OR - 'Social Aspects of Behavior Exam' from EDP 6973 (Special Issues – Affective and Social Bases of Behavior), this is a comprehensive exam focused exclusively on content related to social aspects ○ Semester completed: _____
○ 'Social Aspects Case Study' paper from EDP 6973 (Special Issues – Affective and Social Bases of Behavior), which requires student to demonstrate related knowledge by reviewing a clinical case study ○ Semester completed: _____
VII. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas
○ 'Integrating Biological-Social Perspectives in Mental Health' research paper from EDP 7783 (Special Topics – Pediatric Biobehavioral Health Perspectives)

– students are required to integrate knowledge of biological and social aspects of behavior, including integration of both aspects within an intervention model ○ Semester completed: _____
○ ‘Integrating Affective-Cognitive Perspectives in Mental Health’ research paper from EDP 7833 (Advanced Practicum) – students are required to integrate knowledge of affective and cognitive aspects of behavior, including integration of both aspects within an intervention model ○ Semester completed: _____
VIII. Research Methods
○ EDP 6103 (Research Methods and Statistics I) course passed ○ Semester completed: _____
○ EDP 6203 (Research Methods and Statistics II) course passed ○ Semester completed: _____
○ Completion of dissertation proposal defended, which demonstrates knowledge and identification of appropriate research methods ○ Semester completed: _____
IX. Statistical Analysis
○ EDP 6413 (Applied Regression Analysis) course passed ○ Semester completed: _____
○ EDP 7103 (Multivariate Statistics) course passed ○ Semester completed: _____
○ Completion of dissertation demonstrating appropriate and effective statistical analysis ○ Semester completed: _____
X. Psychometrics
○ EDP 5303 (Educational Measurement and Assessment) course passed ○ Semester completed: _____
○ Students complete a review of a psychological test that requires students to demonstrate knowledge of properties such as reliability, validity, standardization, and evaluation of measurement quality, which is a part of EDP 6253 ○ Semester completed: _____

Appendix C. Profession-Wide Competencies (PWC) – Student Checklist

Students' profession-wide competencies (PWCs) are evaluated via various methods, including course completion, completion of specific research-based assignments, completion of practical experiences, evaluation of competencies by supervisors, and general program requirements that are not associated with a course. To demonstrate PWCs and appropriate progress in the program, students must complete each outcome for each PWC as indicated in this checklist. Students are responsible for regularly updating the outcomes they have achieved and for discussing their progress with their advisor and/or Graduate Advisor of Record on at least an annual basis.

Note: Students that do not meet minimum levels of achievement for each outcome listed below will be required to re-do the outcome activity/task until performance is considered satisfactory by program faculty.

I. Research – Outcomes:
1. EDP 6103 (Research Methods and Statistics I) course passed ○ Semester completed: _____
2. EDP 6203 (Research Methods and Statistics II) course passed ○ Semester completed: _____
3. EDP 6413 (Applied Regression Analysis) course passed ○ Semester completed: _____
4. EDP 6203 (Multivariate Statistics) course passed ○ Semester completed: _____
5. Student co-authors a publication or is a co-presenter of a presentation at a professional conference/convention (can be international, national, state, or local) ○ Semester first completed: _____
6. Completion of dissertation demonstrating appropriate knowledge and application of research methods ○ Semester completed: _____
II. Ethical and Legal Standards – Outcomes:
1. EDP 6033 (Legal, Ethical and Professional Issues in School Psychology) course passed ○ Semester completed: _____

2. Completion of the CITI Program ‘Social, Behavioral, and Education (SBE) Sciences Responsible Conduct of Research Course’ (must be completed before dissertation proposal) ○ Semester completed: _____
3. ‘Ethical and Legal Standards’ skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
4. ‘Ethical and Legal Standards’ skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
5. Application of a comprehensive ethical-decision making model to a clinical case during EDP 7833 (Advanced Practicum) ○ Semester completed: _____
6. ‘Ethical and Legal Standards’ skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
III. Individual and Cultural Diversity
1. EDP 6733 (Multicultural Assessment and Intervention) course passed ○ Semester completed: _____
2. ‘Individual and Cultural Diversity’ skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
3. ‘Individual and Cultural Diversity’ skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
4. Self-reflection on individual and cultural diversity in practice – applied to a clinical case during EDP 7833 (Advanced Practicum) ○ Semester completed: _____

5. 'Individual and Cultural Diversity' competency as rated by program faculty for the year prior to internship ○ Semester completed: _____
6. 'Individual and Cultural Diversity' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
IV. Professional Values, Attitudes, and Behaviors
1. 'Professional Values, Attitudes, and Behaviors' competency as rated by program faculty for the year prior to internship ○ Semester completed: _____
2. 'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
3. 'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
4. Annual student self-evaluations of academic progress, progress in profession-wide competencies (PWCs), and personal professional progress (must be completed each spring semester on an annual basis) ○ Semester completed: _____ ○ Semester completed: _____ ○ Semester completed: _____ ○ Semester completed: _____
5. 'Professional Values, Attitudes, and Behaviors' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
V. Communication and Interpersonal Skills
1. 'Communication and Interpersonal Skills' competency as rated by program faculty for the year prior to internship ○ Semester completed: _____

2. Student co-authors a publication or is a co-presenter of a presentation at a professional conference/convention (can be international, national, state, or local) ○ Semester completed: _____
3. Completion of dissertation demonstrating effective communication ○ Semester completed: _____
4. 'Communication and Interpersonal' skills and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
5. 'Communication and Interpersonal' skills and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
6. 'Communication and Interpersonal Skills' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
VI. Assessment
1. EDP 6243 (Cognitive Assessment and Intervention) course passed ○ Semester completed: _____
2. EDP 6253 (Academic Assessment and Intervention) course passed ○ Semester completed: _____
3. EDP 6263 (Behavior Assessment) course passed ○ Semester completed: _____
4. EDP 6343 (Social Emotional Assessment in Schools) course passed ○ Semester completed: _____
5. As part of EDP 7833 (Advanced Practicum), students must submit two comprehensive assessment reports ○ Semester completed: _____
6. 'Assessment' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation

○ Semester completed: _____
VII. Intervention
1. EDP 6213 (School-Based Counseling Theories) course passed ○ Semester completed: _____
2. EDP 6233 (Mental Health Services in the Schools) course passed ○ Semester completed: _____
3. EDP 6733 (Multicultural Assessment and Intervention) course passed ○ Semester completed: _____
4. Completion of a complete problem-solving case study (including intervention and evaluation of intervention) during EDP 6833 (Practicum in School Psychology) ○ Semester completed: _____
5. Students must demonstrate comprehensive therapy implementation and documentation via a complete case summary completed during EDP 7833 (Advanced Practicum) ○ Semester completed: _____
6. 'Intervention' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
VIII. Supervision
1. EDP 7213 (Supervision and Teaching in Psychology) course passed ○ Semester completed: _____
2. Students must demonstrate knowledge of supervision models and self-reflection of a co-supervision experience via a reflection paper completed in EDP 7213 (Supervision and Teaching in Psychology) ○ Semester completed: _____
3. 'Supervision' competency as rated by program faculty for the year prior to internship ○ Semester completed: _____
4. Preparedness and participation in structured group supervision as part of EDP 7833 (Advanced Practicum)

○ Semester completed: _____
5. 'Supervision' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____
IX. Consultation and Interprofessional/Interdisciplinary Skills
1. EDP 6293 (Consultation in the Schools) course passed ○ Semester completed: _____
2. Completion of a consultation case study report (with school-based consultee clients) completed during EDP 6293 (Consultation in the Schools) ○ Semester completed: _____
3. EDP 7043 (Systems Consultation and Prevention Science) course passed ○ Semester completed: _____
4. 'Consultation and Interprofessional/Interdisciplinary Skills' and competency demonstrated during the EDP 6833 (School-Based Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
5. 'Consultation and Interprofessional/Interdisciplinary Skills' and competency demonstrated during the EDP 7833 (Advanced Practicum) experience – rated by practicum site supervisor at the end-of-year evaluation ○ Semester completed: _____
6. 'Communication and Interpersonal Skills' skills and competency demonstrated during the EDP 7942/7943 (Doctoral Internship) experience – rated by internship site supervisor at the end-of-year evaluation ○ Semester completed: _____

Appendix D. Student Annual Self-Evaluation

Student: _____

Faculty Advisor: _____

Semester(s) for Annual Review Period: _____

Year in Program (Current Review Period): ☐ 1st year ☐ 2nd year ☐ 3rd year
☐ 4th year ☐ 5th year ☐ 6th+ year

Consistent with training standards, each student will be provided with written and oral feedback about activities the student has engaged over the previous academic year. To assist with this process, students should complete a self-assessment indicating professional accomplishments during the past year, coursework grades, and self-ratings associated with each Profession-Wide Competency (PWC) in addition to responding to prompts on the final page. This self-assessment is to be submitted each year (typically in the summer) that the student is enrolled in the program. Program faculty will review the student's self-evaluation/progress, and written feedback will be provided to the student during following fall semester.

Progress Towards Professional Involvement/Research:

Please list any local, regional, state, or national professional organizations that you have joined or maintained membership:	
Please list any local, regional, state, or national conferences that you attended during the past year:	
Please describe research activities completed at UTSA (e.g., participation in research projects, data collection for research, research mentoring received, research trainings):	
Please list any poster and/or paper presentations submitted for review, accepted, and/or delivered during the past year:	
Please describe progress on your Comprehensive Qualifying Examination (indicating dates of completion of different components [practice exam, written exam, oral exam]):	
Please describe progress on your Dissertation (e.g., proposal complete, committee formed, defended your dissertation):	

Coursework Grades and Academic Standing:

Please identify any courses that you did not achieve a grade of "B" or better, or received an IN grade:	
Please indicate your overall GPA for the prior year:	

Profession-Wide Competencies (PWC): Please indicate your progress in each area using the following ratings/scale:

1. Unsatisfactory – The student consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance in this competency.
2. Developing – The student is developing specific skills and making progress but requires additional training and/or supervisory support to begin demonstrating essential components of this competency.
3. Satisfactory – The student possesses sufficient skills and can demonstrate key conceptual or procedural aspects of this competency independently (defined as 'beginning internship level expectations' with appropriate supervision).
4. Outstanding – The student can consistently and independently demonstrate the competency and is prepared to supervise or lead others in this area.

Research	Rating:
Demonstrates knowledge/application conducting literature searches and research evaluation.	
Demonstrates knowledge/application in research methodology, design, and data analysis; and, is able to utilize their knowledge to critically evaluate research literature.	
Exhibits the ability to design and conduct research.	
Exhibits the ability to analyze, interpret, and present their research findings.	
Competency Area Total = ____ / 16 (max)	
<i>Note: For years 1 and 2, a total score of 8 is considered satisfactory. For years 3+, a total score of 12 is considered satisfactory.</i>	

Ethical and Legal Standards	Rating:
Demonstrates knowledge/application of APA/NASP Ethical Guidelines	
Demonstrates knowledge/application of other statutes regulating professional practice.	
Demonstrates concern for client welfare.	
Demonstrates appropriate client-psychologist relationships.	
Competency Area Total = ____ / 16 (max)	
<i>Note: For years 1 and 2, a total score of 8 is considered satisfactory. For years 3+, a total score of 12 is considered satisfactory.</i>	

Individual and Cultural Diversity	Rating:
Demonstrates knowledge, sensitivity, and commitment to the needs of children.	
Demonstrates knowledge, sensitivity, and commitment to the needs of parents.	

Demonstrates knowledge, sensitivity, and commitment to the needs of other school/organization staff (e.g., social workers, counselors, therapists, etc.).	
Able to listen and be empathetic of others; respect for/interest in others' cultures, experiences, values, points of view, etc.	
Demonstrates capacity to integrate knowledge to the needs, resources, and priorities for individuals from different cultural backgrounds (including differences in age, race/ethnicity, gender, SES, sexual orientation, disability, religion, national origin, etc.).	
Competency Area Total = _____ / 20 (max)	
<i>Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.</i>	

Professional Values, Attitudes, and Behaviors	Rating:
Appropriate interaction with peers, colleagues, staff, trainees, etc.	
Appropriate involvement in professional development activities (e.g., professional associations).	
Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.	
Completion of assigned tasks in a timely fashion and in an acceptable format	
Appropriately self-reliant.	
Appropriately self-critical.	
Open to feedback/suggestions.	
Accepts responsibility for learning.	
Willing to self-disclose and/or explore a personal issue which affects professional functioning.	
Engages in reflective practice for continuous improvement of professional behaviors/skills.	
Competency Area Total = _____ / 40 (max)	
<i>Note: For years 1 and 2, a total score of 20 is considered satisfactory. For years 3+, a total score of 30 is considered satisfactory.</i>	

Communication and Interpersonal Skills	Rating:
Completes assigned tasks in a timely fashion and in an acceptable format	
Appropriate interaction with peers, colleagues, staff, trainees, etc.	
Appropriate involvement in professional development activities (e.g., professional associations).	
Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.	
Demonstrates ability to communicate effectively, in writing and orally to a range of audiences.	
Demonstrates awareness of impact on colleagues (faculty and students).	

Competency Area Total = ____ / 24 (max)
<i>Note: For years 1 and 2, a total score of 12 is considered satisfactory. For years 3+, a total score of 18 is considered satisfactory.</i>

Assessment	Rating:
Demonstrates knowledge/application for integrating information to conceptualize a case and arrive at diagnostic or special education classification recommendations.	
Demonstrates knowledge/application for assessing child/adolescent academic functioning through the use of technically adequate traditional, norm-referenced instruments.	
Demonstrates knowledge/application for assessing child/adolescent cognitive functioning through the use of technically adequate traditional, norm-referenced instruments.	
Demonstrates knowledge/application for assessing child/adolescent behavioral, social, and affective development through multi-modal, multi-informant assessment.	
Demonstrates knowledge/application for assessing child/adolescent academic functioning, the effectiveness of instruction, and the classroom ecology using appropriate curriculum-based measurements (CBM) as part of a problem-solving model to evaluate student Response to Intervention (RTI).	
Competency Area Total = ____ / 20 (max)	
<i>Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.</i>	

Intervention	Rating:
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common childhood disorders in schools.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common academic difficulties.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common behavioral difficulties.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for a variety of social-emotional/affective difficulties.	
Demonstrates knowledge/application for applying various research and evaluation methods to assess the efficacy of practices as part of a multi-tiered, problem-solving model.	
Competency Area Total = ____ / 20 (max)	
<i>Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.</i>	

Supervision	Rating:
Able to self-identify personal, setting, or professional contexts that exceed the limits of knowledge.	
Recognizes situations that call for appropriate supervision and/or consultation.	
Demonstrates knowledge/application for employing commonly accepted models of supervision.	
Competency Area Total = _____ / 12 (max)	
<i>Note: For years 1 and 2, a total score of 2 is considered satisfactory. For years 3+, a total score of 9 is considered satisfactory.</i>	

Consultation and Interprofessional/Interdisciplinary Skills	Rating:
Demonstrates knowledge/application in identifying and implementation behavioral consultation models and collaboration techniques with professionals/parents.	
Demonstrates knowledge/application in the application of consultative methods within a multi-tiered, problem-solving model.	
Competency Area Total = _____ / 8 (max)	
<i>Note: For years 1 and 2, a total score of 4 is considered satisfactory. For years 3+, a total score of 6 is considered satisfactory.</i>	

Consider your progress in the program over the past year (including research activities and progress towards milestones), your coursework/training experiences, and your self-evaluation (above), and provide comments for the following areas:

Student Areas of Strength:	
Goals for Personal Professional Enhancement/ Progress:	Strategies to Achieve Goals:

Goals for Program Enhancement:	Suggestions to Achieve Program Goals:

Student Questions/Supports:

Student's Signature

Advisor's Signature

Date Reviewed

Appendix E. Annual Faculty Evaluation of Student

Student: _____

Faculty Advisor: _____

Semester(s) for Annual Review Period: _____

Year in Program (Current Review Period): ☐ 1st year ☐ 2nd year ☐ 3rd year
 ☐ 4th year ☐ 5th year ☐ 6th+ year

Consistent with training standards, each student will be provided with written and oral feedback about activities the student has engaged over the previous academic year. To assist with this process, students complete a self-evaluation form. The self-evaluation is submitted to each year (typically during the summer semesters) that the student is enrolled in the program.

Subsequently, all program faculty will review the student's self-evaluation/progress and together complete this faculty evaluation of the student. The student's primary advisor will then provide oral and written feedback to the student – based on the faculty evaluation – during the following fall semester.

Note: When completing this evaluation, please consider the student's current year in the program (e.g., first-year student, second-year student, etc.). Also, please review student's self-evaluation.

Progress Towards Professional Involvement/Research:

Progress towards professional involvement: ☐ Satisfactory ☐ Unsatisfactory Strengths: Specific concerns/comments:
Progress in research: ☐ Satisfactory ☐ Unsatisfactory Strengths: Specific concerns/comments:

Coursework Grades and Academic Standing:

Academic/coursework performance this year: ☐ Satisfactory ☐ Unsatisfactory Strengths:
--

Specific concerns/comments:

Profession-Wide Competencies (PWC): Please indicate the student's progress in each area using the following ratings/scale:

1. Unsatisfactory – The student consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance in this competency.
2. Developing – The student is developing specific skills and making progress but requires additional training and/or supervisory support to begin demonstrating essential components of this competency.
3. Satisfactory – The student possesses sufficient skills and can demonstrate key conceptual or procedural aspects of this competency independently (defined as 'beginning internship-level expectations' with appropriate supervision).
4. Outstanding – The student can consistently and independently demonstrate the competency and is prepared to supervise or lead others in this area.

Research	Rating:
Demonstrates knowledge/application conducting literature searches and research evaluation.	
Demonstrates knowledge/application in research methodology, design, and data analysis; and, is able to utilize their knowledge to critically evaluate research literature.	
Exhibits the ability to design and conduct research.	
Exhibits the ability to analyze, interpret, and present their research findings.	
Competency Area Total = _____ / 16 (max)	
<i>Note: For years 1 and 2, a total score of 8 is considered satisfactory. For years 3+, a total score of 12 is considered satisfactory.</i>	

Ethical and Legal Standards	Rating:
Demonstrates knowledge/application of APA/NASP Ethical Guidelines	
Demonstrates knowledge/application of other statutes regulating professional practice.	
Demonstrates concern for client welfare.	
Demonstrates appropriate client-psychologist relationships.	
Competency Area Total = _____ / 16 (max)	
<i>Note: For years 1 and 2, a total score of 8 is considered satisfactory. For years 3+, a total score of 12 is considered satisfactory.</i>	

Individual and Cultural Diversity	Rating:
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Demonstrates knowledge, sensitivity, and commitment to the needs of children.	
Demonstrates knowledge, sensitivity, and commitment to the needs of parents.	
Demonstrates knowledge, sensitivity, and commitment to the needs of other school/organization staff (e.g., social workers, counselors, therapists, etc.).	
Able to listen and be empathetic of others; respect for/interest in others' cultures, experiences, values, points of view, etc.	
Demonstrates capacity to integrate knowledge to the needs, resources, and priorities for individuals from different cultural backgrounds (including differences in age, race/ethnicity, gender, SES, sexual orientation, disability, religion, national origin, etc.).	
Competency Area Total = _____ / 20 (max)	
<i>Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.</i>	

Professional Values, Attitudes, and Behaviors	Rating:
Appropriate interaction with peers, colleagues, staff, trainees, etc.	
Appropriate involvement in professional development activities (e.g., professional associations).	
Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.	
Completion of assigned tasks in a timely fashion and in an acceptable format	
Appropriately self-reliant.	
Appropriately self-critical.	
Open to feedback/suggestions.	
Accepts responsibility for learning.	
Willing to self-disclose and/or explore a personal issue which affects professional functioning.	
Engages in reflective practice for continuous improvement of professional behaviors/skills.	
Competency Area Total = _____ / 40 (max)	
<i>Note: For years 1 and 2, a total score of 20 is considered satisfactory. For years 3+, a total score of 30 is considered satisfactory.</i>	

Communication and Interpersonal Skills	Rating:
Completes assigned tasks in a timely fashion and in an acceptable format	
Appropriate interaction with peers, colleagues, staff, trainees, etc.	
Appropriate involvement in professional development activities (e.g., professional associations).	
Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by faculty and field-based partners to be appropriate for educational settings.	

Demonstrates ability to communicate effectively, in writing and orally to a range of audiences.	
Demonstrates awareness of impact on colleagues (faculty and students).	
Competency Area Total = _____ / 24 (max)	
<i>Note: For years 1 and 2, a total score of 12 is considered satisfactory. For years 3+, a total score of 18 is considered satisfactory.</i>	

Assessment	Rating:
Demonstrates knowledge/application for integrating information to conceptualize a case and arrive at diagnostic or special education classification recommendations.	
Demonstrates knowledge/application for assessing child/adolescent academic functioning through the use of technically adequate traditional, norm-referenced instruments.	
Demonstrates knowledge/application for assessing child/adolescent cognitive functioning through the use of technically adequate traditional, norm-referenced instruments.	
Demonstrates knowledge/application for assessing child/adolescent behavioral, social, and affective development through multi-modal, multi-informant assessment.	
Demonstrates knowledge/application for assessing child/adolescent academic functioning, the effectiveness of instruction, and the classroom ecology using appropriate curriculum-based measurements (CBM) as part of a problem-solving model to evaluate student Response to Intervention (RTI).	
Competency Area Total = _____ / 20 (max)	
<i>Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.</i>	

Intervention	Rating:
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common childhood disorders in schools.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common academic difficulties.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for common behavioral difficulties.	
Demonstrates knowledge/application for the identification and/or implementation of evidence-based interventions for a variety of social-emotional/affective difficulties.	
Demonstrates knowledge/application for applying various research and evaluation methods to assess the efficacy of practices as part of a multi-tiered, problem-solving model.	
Competency Area Total = _____ / 20 (max)	

Note: For years 1 and 2, a total score of 10 is considered satisfactory. For years 3+, a total score of 15 is considered satisfactory.

Supervision	Rating:
Able to self-identify personal, setting, or professional contexts that exceed the limits of knowledge.	
Recognizes situations that call for appropriate supervision and/or consultation.	
Demonstrates knowledge/application for employing commonly accepted models of supervision.	
Competency Area Total = ____ / 12 (max)	
<i>Note: For years 1 and 2, a total score of 2 is considered satisfactory. For years 3+, a total score of 9 is considered satisfactory.</i>	

Consultation and Interprofessional/Interdisciplinary Skills	Rating:
Demonstrates knowledge/application in identifying and implementation behavioral consultation models and collaboration techniques with professionals/parents.	
Demonstrates knowledge/application in the application of consultative methods within a multi-tiered, problem-solving model.	
Competency Area Total = ____ / 8 (max)	
<i>Note: For years 1 and 2, a total score of 4 is considered satisfactory. For years 3+, a total score of 6 is considered satisfactory.</i>	

General Feedback for Student:

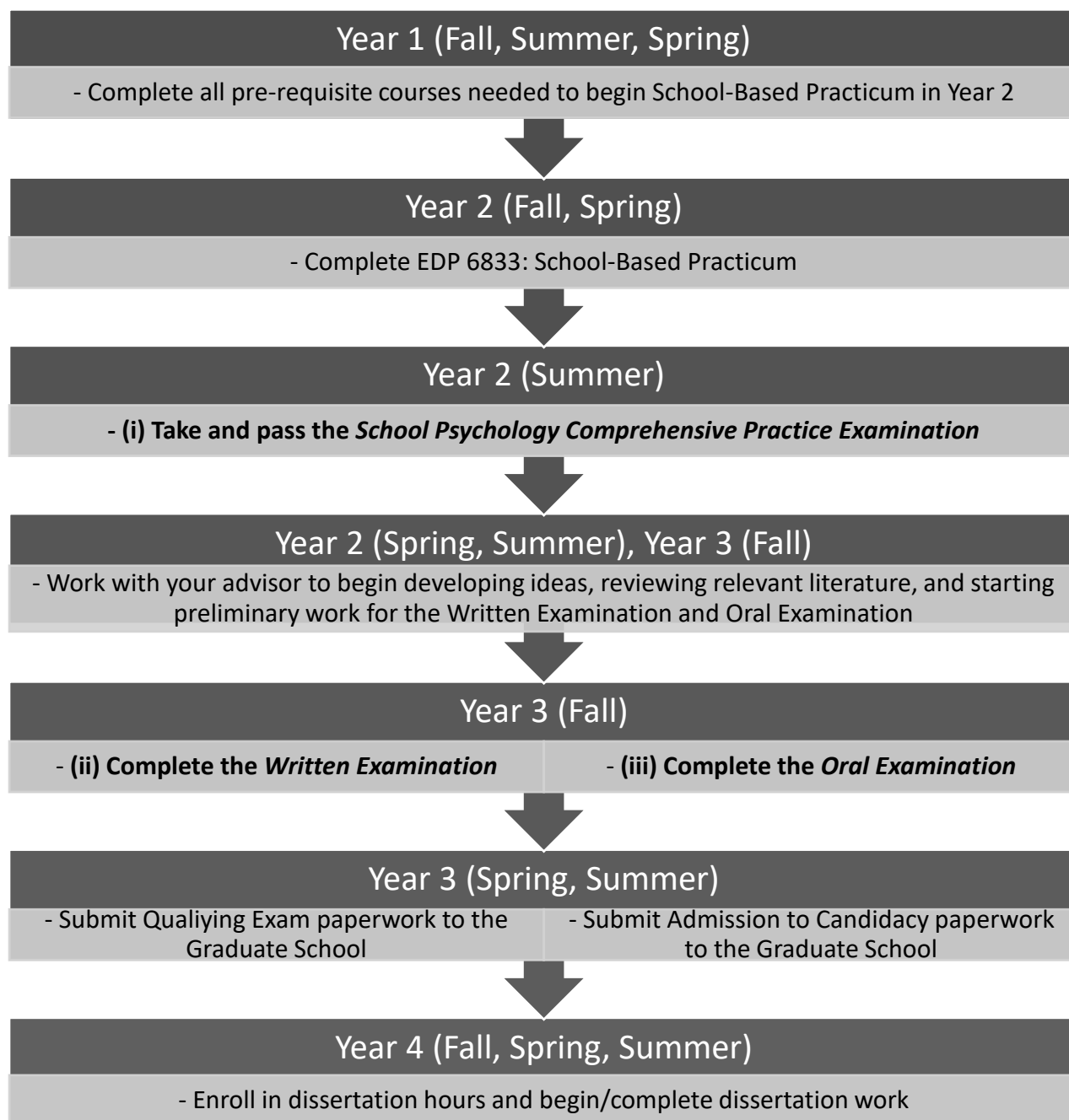
Student's Signature

Advisor's Signature

Date Reviewed

Appendix F. Qualifying Examination Process Timeline

The qualifying examination process requirements include: (i) passing the *School Psychology Comprehensive Practice Model Examination*, typically completed during the summer semester in Year 2 of the program; (ii) passing the *Written Examination*, typically completed during the fall semester in Year 3 of the program; and (iii) passing the *Oral Examination*, typically completed after passing the Written Examination during the fall semester in Year 3. For more information, see the previous sections of this handbook.



Appendix G. Comparison Between APA Profession-Wide Competencies and NASP Domains of Practice

Note: There is some overlap between the NASP practice model domains and APA profession-wide competencies as indicated in the following table (some NASP domains of practice integrate multiple competences [e.g., both assessment and intervention within the same domain], so some NASP domains are listed multiple times):

APA Profession-Wide Competencies	NASP Domains of Practice
1. Research	1. Data-Based Decision Making 9. Research and Evidence-Based Practice
2. Ethical & Legal Standards	10. Legal, Ethical, & Professional Practice
3. Individual & Cultural Diversity	7. Family, School, and Community Collaboration 8. Equitable Practices for Diverse Student Populations 10. Legal, Ethical, & Professional Practice
4. Professional Values & Attitudes	10. Legal, Ethical, & Professional Practice
5. Communication and Interpersonal Skills	2. Consultation and Collaboration 10. Legal, Ethical, and Professional Practice
6. Assessment	1. Data-Based Decision Making 2. Consultation and Collaboration 5. School-Wide Practices to Promote Learning 8. Equitable Practices for Diverse Populations 9. Research and Evidence-Based Practice
7. Intervention	1. Data-Based Decision Making 2. Consultation and Collaboration 3. Academic Interventions and Instructional Supports 4. Mental and Behavioral Health Services and Interventions 5. School-Wide Practices to Promote Learning 6. Services to Promote Safe and Supportive Schools 8. Equitable Practices for Diverse Populations 9. Research and Evidence-Based Practice
8. Supervision	10. Legal, Ethical, and Professional Practice
9. Consultation and Interprofessional/ Interdisciplinary Skills	2. Consultation and Collaboration 5. School-Wide Practices to Promote Learning 6. Services to Promote Safe and Supportive Schools 7. Family, School, and Community Collaboration

Appendix H. Qualifying Exam – Written Examination Evaluation Rubric

Students will receive a copy of all feedback

Student Name:

Program:

Semester/Year:

Committee Member Completing the Evaluation:

Use I or S to rate the categories of the qualifying document, where:

- **I = Insufficient; does not meet the standards**
- **S = Sufficient; meets the standards**

Document Categories	Rating	Detailed Comments
Introduction & Literature Review		
Identifies a problem/topic of interest and validates the significance of the problem/topic		
Demonstrates base of knowledge relating to the specific field/topic of interest (including strengths and limitations)		
Demonstrates ability to integrate and synthesize appropriate, prior literature related to the specific field/topics of interest		
Methods & Results		
Methodological soundness of the proposed research design		
Understanding of likely outcomes of the proposed research study, which align with the proposed research design		
Discussion		
Ability to situate the proposed research study back into the broader context of the literature		
Overall clarity of the written examination		

Overall feedback and guidance to student on the written exam (including any revisions being requested):

Appendix I. Qualifying Exam – Oral Examination Evaluation Rubric

Students will receive a copy of all feedback

Student Name:

Program:

Semester/Year:

Committee Member Completing the Evaluation:

Use I or S to rate the categories of the qualifying document, where:

- **I = Insufficient; does not meet the standards**
- **S = Sufficient; meets the standards**

Document Categories	Rating	Detailed Comments
Summary of Topic and Research Design		
Clear, knowledgeable presentation pertaining to the integration and synthesis of the related literature based on the written examination		
Demonstration of knowledge and methodological soundness pertaining to the proposed research design		
Response to Questions		
Demonstrate knowledge in responding to questions from the Qualifying Exam Committee members pertaining specifically to the proposed research study		
Demonstrate knowledge in responding to questions from the Qualifying Exam Committee members pertaining to general, field-based issues/topics		
Overall Performance		
Overall organization and clarity of the oral examination		

Overall feedback and guidance to student on the written exam (including any revisions being requested):

Appendix J. Qualifying Exam Committee Compiled Evaluations and Decision

Student:
 Program:
 Semester/Year:

Use I or S below (where applicable) to rate the components of the qualifying process, where:

- I = Insufficient; does not meet the standards
- S = Sufficient; meets the standards

A. School Psychology Comprehensive Practice Examination	
Date Completed:	Received Passing Score (70%+): Y or N
B. Written Examination, Date Submitted:	
QEC Chair:	Rating: I or S
Committee Member:	Rating: I or S
Committee Member:	Rating: I or S
C. Oral Examination, Date Presented:	
QEC Chair:	Rating: I or S
Committee Member:	Rating: I or S
Committee Member:	Rating: I or S

Decision (Committee will select one): Option 1 or Option 2 or Option 3 or Option 4

Option	Recommendation	Conditions
1	Continuation with recommendation for admission to candidacy when all other program and university requirements have been completed.	N/A
2	Continuation with recommendation for admission to candidacy when all other program and university requirements have been met AND the described conditions have been successfully completed.	Conditions: Deadline: Keep the same advisor?:
3	Student will not be recommended to candidacy. Student is permitted to attempt the qualifying examination process again.	Deadline: Keep the same advisor?:
4	Termination. Student may not register for a future semester.	N/A

Appendix K. PhD in School Psychology Program of Study

NOTE: This example is for the 2023-2025 Graduate Catalog years. Updated programs of study, which reflect other Graduate Catalog years, are available from the Graduate Advisor of Record/Director of Clinical Training.

Proposed Program of Study Doctor of Philosophy in School Psychology	
STUDENT INFORMATION	
Student Name:	Advisor:
Banner ID:	Term of Admission:

DEGREE REQUIREMENTS				
I. Background Requirements (if applicable) <i>Note. UTSA requires a background of 18 semester credit hours in a field of study appropriate to the master's degree sought. Students with the appropriate background in Psychology, Education, or a closely related field will not be required to take background requirements for the degree. Students who are admitted to the program without appropriate background courses must take background courses. Background courses must be approved by the Graduate Advisor of Record.</i>				
Course		Prerequisites	Semester Completed	Grade Received
				A B C D F
				A B C D F
				A B C D F

II. General Core Courses (90 semester credit hours) <i>Note. See Section V for details for courses for which student received a 'transfer of credit.'</i>				
Course		Prerequisites	Semester Completed	Grade Received
EDP 5003	Psychological Learning Theories			A B C D F
EDP 5033	Human Development Across the Life Span			A B C D F
EDP 5303	Educational Measurement and Assessment			A B C D F
EDP 5603	Psychology of Human Motivation	Graduate standing or permission of the instructor		A B C D F
EDP 6033	Legal, Ethical, and Professional Issues in School Psychology			A B C D F
EDP 6103	Research Methods and Statistics I			A B C D F
EDP 6203	Research Methods and	EDP 6103 or equivalent		A B C D F

	Statistics II			
EDP 6213	School Based Counseling Theories	Admission to the School Psychology program		A B C D F
EDP 6233	Mental Health Services in the Schools	EDP 6213		A B C D F
EDP 6243	Cognitive Assessment and Intervention	EDP 5303		A B C D F
EDP 6253	Academic Assessment and Intervention	EDP 5303		A B C D F
EDP 6263	Behavior Assessment	EDP 5503, EDP 6223, or consent of the instructor		A B C D F
EDP 6293	Consultation in the Schools	EDP 6103 and EDP 6203		A B C D F
EDP 6343	Social Emotional Assessment in the Schools	EDP 5303 and EDP 6243		A B C D F
EDP 6413	Applied Regression Analysis			A B C D F
EDP 6643	Child and Adolescent Psychopathology	EDP 5033 or equivalent		A B C D F
EDP 6703	Clinical Neuropsychology	EDP 5303, EDP 6243, and EDP 6833		A B C D F
EDP 6733	Multicultural Assessment and Intervention	EDP 5303, EDP 6643, and EDP 6833		A B C D F
EDP 6833	Practicum in School Psychology (may be repeated for up to 6 hours credit)	Completion of Practicum Form indicating required coursework has been completed, and consent of instructor		A B C D F
EDP 6833	Practicum in School Psychology (may be repeated for up to 6 hours credit)	Completion of Practicum Form indicating required coursework has been completed, and consent of instructor		A B C D F
EDP 7033	History and Systems of Psychology	Consent of instructor		A B C D F
EDP 7043	Systems Consultation and Prevention Science			A B C D F
EDP 7103	Multivariate Statistics	EDP 6103 and EDP 6203, or consent of the instructor		A B C D F
EDP 7213	Supervision and Teaching in Psychology	Consent of instructor		A B C D F
EDP 7833	Advanced Practicum (may be repeated for up to 6 hours)	Consent of instructor		A B C D F
EDP 7943	Doctoral Internship in School Psychology (may be repeated for up to 6 hours)	Completion of Internship Form indicating required coursework has been completed, and consent of instructor		A B C D F
EDP 7943	Doctoral Internship in School	Completion of Internship		A B C D F

	Psychology (may be repeated for up to 6 hours)	Form indicating required coursework has been completed, and consent of instructor		
EDP 7943 or EDP 7942	Doctoral Internship in School Psychology (may be repeated for up to 6 hours)	Completion of Internship Form indicating required coursework has been completed, and consent of instructor		A B C D F
PSY 7103 or equivalent	Advanced Topics in Biopsychology (or equivalent course; e.g., EDP 7883 [Special Topics – Pediatric Biobehavioral Health Perspectives])	Consent of instructor or unconditional admission to Doctoral program		A B C D F
PSY 7123 or equivalent	Advanced Topics in Applied Social Psychology (or equivalent course; e.g., EDP 6973 [Special Issues – Affective and Social Bases of Behavior and Intervention])	Consent of instructor or unconditional admission to Doctoral program		A B C D F

III. Electives (12 semester credit hours)

12 semester credit hours of graduate electives (e.g., behavior analysis; bilingual school psychology; research and evaluation). Courses are selected from graduate offerings throughout the University, and students must meet prerequisites for enrollment. Students work with their advisor to select specialization areas and coursework.

Course		Prerequisites	Semester Completed	Grade Received
				A B C D F
				A B C D F
				A B C D F
				A B C D F

IV. Dissertation (9 semester credit hours)

Note. Doctoral dissertation will be repeated for 9 semester credit hours. As needed, students can complete additional doctoral dissertation credit hours, but no more than 9 hours will apply to the doctoral degree. Credit is awarded upon completion of the dissertation.

Course		Prerequisites	Semester Completed	Grade Received
EDP 7993	Doctoral Dissertation (3)	Admission to candidacy for the Doctoral degree and consent of the student's Graduate Advisor of Record		NA

EDP 7993	Doctoral Dissertation (3)	Admission to candidacy for the Doctoral degree and consent of the student's Graduate Advisor of Record		NA
EDP 7993	Doctoral Dissertation (3)	Admission to candidacy for the Doctoral degree and consent of the student's Graduate Advisor of Record		NA
EDP 7991	Doctoral Dissertation (1) – <i>if needed</i>	Admission to candidacy for the Doctoral degree and consent of the student's Graduate Advisor of Record		NA

Total = 111 semester credit hours

V. Courses for which student received a 'transfer of credit' or which were waived (if applicable)

Note. Applicants with a master's degree in the field of the doctoral program of interest or related field may apply a maximum of 30 semester credit hours of previously earned graduate credit toward a post-baccalaureate doctoral degree program, pending approval from the Graduate Program Committee, academic College, and Dean of the Graduate School, provided the credit has not been used toward another doctoral degree.

Course	Transfer of Credit/ Waived (Select One)	University Taken	Grade Received	Semester Completed	Date Approved by UTSA Graduate School

SIGNATURES / APPROVAL

Student Signature	Date
Doctoral Advisor of Record	Date

Appendix L. Assistantship Supervisor Evaluation Form

Student Name: _____

Primary Assistantship Supervisor Name: _____

Evaluation Period: _____ (starting date) to) _____ (ending date)

Please evaluate the graduate assistant in each area below using the following rating scale (with a score of 1 – 3 for each item):

1. Outstanding
2. Satisfactory
3. Needs Improvement

Professionalism	Rating (1 – 3):
Teamwork: Rate the assistant's collaboration and contribution to the overall team dynamic (regarding other involved with assistantship activities).	
Initiative and Proactiveness: To what extent did the assistant take initiative and demonstrate proactiveness in their role?	
Adherence to Timelines: How well did the assistant meet project deadlines and milestones?	
Comments – Professionalism:	

Skills and Competencies	Rating (1 – 3):
Contribution: To what extent did the assistant contribute to the assistantship's objectives and outcomes?	
Communication Skills: Evaluate the assistant's ability to engage and grow in academic writing and communication skills.	
Analytical Skills: Assess the assistant's proficiency in data collection, analysis, and interpretation.	
Comments – Skills and Competencies:	

Overall Evaluation	Rating (1 – 3):
Overall: Rate the assistant's overall performance/effectiveness in regards to their role and duties/responsibilities associated with the assistantship.	
Comments – Overall strengths:	
Comments – Overall areas for improvement:	
Comments – Overall recommendations for professional development:	

Assistantship Supervisor Signature

Date

Appendix M. Student Assistantship Evaluation - Response Form

Student Name: _____

Primary Assistantship Supervisor Name: _____

Evaluation Period: _____ (starting date) to) _____ (ending date)

For each criterion, write a response to the feedback (either the criterion rating/score and or related comments) provided by the assistantship supervisor. In addition, provide suggestions to improve the working conditions for the assistantship.

Professionalism

1. Teamwork:
2. Initiative and Proactiveness:
3. Adherence to Timelines:

Skills and Competencies

4. Contribution:
5. Communication Skills:
6. Analytical Skills:

Overall Evaluation

7. Overall rating:

Student Assistant Signature

Date

Appendix N. Post-Graduation Alumni Survey – 2 Year

As a graduate of the UTSA PhD in School Psychology Program ('Program'), you are an excellent resource for feedback on the training you have received and on long-term program outcomes. In our continuing effort at self-evaluation and to remain compliant with APA accreditation regulations, we are requesting that you complete the following survey to assist the program in improving the quality of training provided and to keep us informed of your professional experiences. This survey will be treated confidentially. Thank you for your assistance!

CONTACT and DEMOGRAPHIC INFORMATION

Year Entered the Program: _____ Year of Graduation from Program: _____

First Name: _____ Middle Initial: _____ Last Name: _____

The following information will be used only by the program to contact you for future data collection for APA purposes:

Address:
City/Town:
State:
Zip/Postal Code:
Country:

Email Address:
Phone Number:

EMPLOYMENT SETTING and ROLES

What is your current employment status? (select one):

- ☐ Full-time
- ☐ Part-time
- ☐ Not employed

If you selected 'full-time' or 'part-time,' please answer the following questions in this section:

Title of current, primary job: _____

Name and location of current, primary employer: _____

Which of the following best describes your current, primary employment setting? (select one):

- ☐ Academic teaching
- ☐ Community mental health center
- ☐ Consortium
- ☐ Correctional facility
- ☐ Health maintenance organization
- ☐ Hospital/medical center
- ☐ Independent practice
- ☐ Medical school/center

- ☐ Military medical center
- ☐ Psychiatric facility
- ☐ School district or system
- ☐ University counseling/assessment center
- ☐ Other (please enter): _____

Which of the following services do you provide at your current, primary employment setting?
(select all that apply):

- ☐ Administration
- ☐ Assessment
- ☐ Behavior intervention
- ☐ Consultation
- ☐ Psychotherapy
- ☐ Research
- ☐ Supervision
- ☐ Teaching
- ☐ Other (please enter): _____

LICENSURE and PROFESSIONAL AFFILIATIONS

Have you attempted to pass the Examination for Professional Practice in Psychology (EPPP)?

- ☐ Yes
- ☐ No

If yes:

Have you passed the EPPP?: _____

If passed, what year?: _____

Did you complete any post-doctoral training after graduating from the program?

- ☐ Yes
- ☐ No

If yes:

Was the post-doctoral training APA-accredited?: _____

In what discipline was your post-doctoral training?: _____

Where did you complete your post-doctoral training?: _____

Which of the following licenses/credentials do you currently hold? (select all that apply):

- ☐ Licensed Psychologist
 - State(s): _____
 - Year(s) active: _____
- ☐ Provisional Licensed Psychologist
 - State(s): _____
 - Year(s) active: _____
- ☐ School Psychologist (e.g., LSP)
 - State(s): _____
 - Year(s) active: _____
- ☐ Nationally Certified School Psychologist (NCSP)

With which of the following organizations are you a member? (select all that apply):

- ☐ NASP
- ☐ State school psychology organization (e.g., TASP)
 - State(s): _____
- ☐ APA
- ☐ APA Division 16
- ☐ State psychology organization (e.g., TPA)
 - State(s): _____
- ☐ Other (enter): _____

PROGRAM PREPARATION and SATISFACTION

Please rate the quality of the PhD in School Psychology program regarding how well the program prepared you in the following competency areas using this scale:

1. No preparation
2. Some but inadequate preparation
3. Adequate preparation
4. Good preparation (little need for improvement)
5. Excellent preparation

Competency Area	Rating (1 – 5)
Research – Ability to critically evaluate research	
Research – Ability to disseminate own research and scholarly activity via publication or presentation	
Ethical and Legal Standards - Knowledge of, and behavior in accordance with, APA Ethical Principles and Code of Conduct	
Ethical and Legal Standards – Knowledge of, and behavior in accordance with, organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists	
Individual and Cultural Diversity - Knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics	
Individual and Cultural Diversity - Understanding of how own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself	
Professional Values and Attitudes - Commitment to behavior aligned with professional values and attitudes consistent with professional standards	
Professional Values and Attitudes – Self-reflection regarding professional functioning and openness to feedback	
Communication and Interpersonal Skills - Develop and maintain effective relationships and interpersonal skills with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	
Communication and Interpersonal Skills - Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated	
Assessment – Ability to select and apply appropriate assessment	

methods based on understanding of the client, client needs, and client context	
Assessment – Effective interpretation of assessment results to inform case conceptualization, classification/diagnosis, and recommendations	
Intervention – Ability to establish and maintain effective relationships with recipients of psychological services	
Intervention – Ability to develop and implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	
Supervision – Ability to actively and effectively participate in supervision	
Supervision – Knowledge and application of supervision models and practices	
Consultation and Interprofessional/Interdisciplinary Skills – Knowledge and respect for the roles and perspectives of other professions	
Consultation and Interprofessional/Interdisciplinary Skills – Effective participations in consultation activities/services	

Please rate your level of agreement with the following statements about your general satisfaction with the PhD in School Psychology program using this scale:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Satisfaction with Program	Rating (1 – 5)
The curriculum provided a strong foundation in school psychology and for my current profession.	
The field-based training provided a strong foundation in applied school psychology and for my current profession.	
My advisor(s) provided consistent and effective mentorship.	
The program provided appropriate access to the resources (testing materials, libraries, software, etc.) necessary for my academic work and training.	
I felt a sense of belonging in my program.	
I am satisfied with the overall experience that I had in the program.	
I would recommend the program to prospective students.	
I feel confident about my career prospects as a result of having completing the program.	

Please, respond to the following open-ended questions:

- What were the strongest components of your training?

- For you, what component of the program is most in need of development?

- Were there redundant courses in the program? If so, what were they?

- Were there courses that were missing from the program? If so, what were they?

- Other comments:

Appendix O. Post-Graduation Alumni Survey – 5 Year

As a graduate of the UTSA PhD in School Psychology Program ('Program'), you are an excellent resource for feedback on the training you have received and on long-term program outcomes. In our continuing effort at self-evaluation and to remain compliant with APA accreditation regulations, we are requesting that you complete the following survey to assist the program in improving the quality of training provided and to keep us informed of your professional experiences. This survey will be treated confidentially. Thank you for your assistance!

CONTACT and DEMOGRAPHIC INFORMATION

Year Entered the Program: _____ Year of Graduation from Program: _____

First Name: _____ Middle Initial: _____ Last Name: _____

The following information will be used only by the program to contact you for future data collection for APA purposes:

Address:

City/Town:

State:

Zip/Postal Code:

Country:

Email Address:

Phone Number:

EMPLOYMENT SETTING and ROLES

What is your current employment status? (select one):

- ☐ Full-time
- ☐ Part-time
- ☐ Not employed

If you selected 'full-time' or 'part-time,' please answer the following questions in this section:

Title of current, primary job: _____

Name and location of current, primary employer: _____

Which of the following best describes your current, primary employment setting? (select one):

- ☐ Academic teaching
- ☐ Community mental health center
- ☐ Consortium
- ☐ Correctional facility
- ☐ Health maintenance organization
- ☐ Hospital/medical center
- ☐ Independent practice
- ☐ Medical school/center

- ☐ Military medical center
- ☐ Psychiatric facility
- ☐ School district or system
- ☐ University counseling/assessment center
- ☐ Other (please enter): _____

Which of the following services do you provide at your current, primary employment setting?
(select all that apply):

- ☐ Administration
- ☐ Assessment
- ☐ Behavior intervention
- ☐ Consultation
- ☐ Psychotherapy
- ☐ Research
- ☐ Supervision
- ☐ Teaching
- ☐ Other (please enter): _____

LICENSURE and PROFESSIONAL AFFILIATIONS

Have you attempted to pass the Examination for Professional Practice in Psychology (EPPP)?

- ☐ Yes
- ☐ No

If yes:

Have you passed the EPPP?: _____

If passed, what year?: _____

Did you complete any post-doctoral training after graduating from the program?

- ☐ Yes
- ☐ No

If yes:

Was the post-doctoral training APA-accredited?: _____

In what discipline was your post-doctoral training?: _____

Where did you complete your post-doctoral training?: _____

Which of the following licenses/credentials do you currently hold or have you ever held since graduating from the program? (select all that apply):

- ☐ Licensed Psychologist
 - State(s): _____
 - Year(s) active: _____
- ☐ Provisional Licensed Psychologist
 - State(s): _____
 - Year(s) active: _____
- ☐ School Psychologist (e.g., LSP)
 - State(s): _____
 - Year(s) active: _____

- ☐ Nationally Certified School Psychologist (NCSP)

With which of the following organizations are you a current member or have you ever been a member since graduating from the program? (select all that apply):

- ☐ NASP
- Year(s) active: _____
- ☐ State school psychology organization (e.g., TASP)
- State(s): _____
 - Year(s) active: _____
- ☐ APA
- Year(s) active: _____
- ☐ APA Division 16
- Year(s) active: _____
- ☐ State psychology organization (e.g., TPA)
- State(s): _____
 - Year(s) active: _____
- ☐ Other (enter): _____
- Year(s) active: _____

SCHOLARLY/RESEARCH INVOLVEMENT and CONTRIBUTION

Please indicate your research/scholarly activity and involvement since graduating from the program:

Since graduating from the program, have you attended a professional psychological convention?

- ☐ Yes
☐ No

Since graduating from the program, have you attended workshops for continuing education/professional development?

- ☐ Yes
☐ No

Since graduating from the program, have you conducted a professional workshop or training for other professionals (as a presenter)?

- ☐ Yes
☐ No

Since graduating from the program, have you taught a course at a post-secondary institution (e.g., university)?

- ☐ Yes
☐ No

Since graduating from the program, have you presented a lecture (not entire course) at a post-secondary institution (e.g., university)?

- ☐ Yes
☐ No

Since graduating from the program, have you conducted a program evaluation?

- ☐ Yes
☐ No

Since graduating from the program, have you worked as a faculty member in a post-secondary institution (e.g., university)?

- ☐ Yes
☐ No

Since graduating from the program, have you published research/scholarly activity (as an author or co-author)?

- ☐ Yes
☐ No

Since graduating from the program, have you presented research/scholar activity (as a presenter or co-presenter)?

- ☐ Yes
☐ No

Since graduating from the program, have you written a grant?

- ☐ Yes
☐ No

Since graduating from the program, have you received a grant?

- ☐ Yes
☐ No

SCHOLARLY/RESEARCH ACTIVITY PREPARATION

Please rate the quality of the PhD in School Psychology program regarding how well the program prepared you in the following areas using this scale:

1. No preparation
2. Some but inadequate preparation
3. Adequate preparation
4. Good preparation (little need for improvement)
5. Excellent preparation

Scholarly/Research Area	Rating (1 – 5)
Ability to conduct a scientifically sound research project in your area of focus	
Ability to present research/scholarly findings at meetings/ conventions	
Ability to publish findings in peer-reviewed journals	
Ability to critically evaluate research	
Ability to supervise the research/scholarly of others (e.g., students)	

Ability to identify and implement evidence-based assessment practices	
Ability to identify and implement evidence-based intervention practices	
Ability to teach others (e.g., course instruction, guest lectures) in your focus area	

Please, respond to the following open-ended questions regarding scholarly/research activity preparation for the program:

- What were the strongest scholarly/research activity components of your training?

- For you, what scholarly/research activity component of the program is most in need of development?

